



Tools for Facilitating Educator Dialogue on Behalf of English Learners Identified with a Disability

Title III Statewide Consortium Conference

Facilitators:

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“Framing Your Year” Through the Lens of Culturally Responsive Instruction

- HEAR and SEE EL SWD benefit from **an infrastructure of collaboration**
- HEAR and SEE EL SWD benefit from **a multi-tiered, data-driven support system**



A photograph of a cobblestone path leading through a field. The path is made of grey rectangular stones and is flanked by two large, weathered stone pillars. The field is covered in dry, yellowish grass and some green moss. In the background, there is a line of bare trees under a cloudy sky.

Our Journey

Outcomes



- **Discuss ways to facilitate collaborative dialogue supporting the achievement of English Learners Identified With a Disability (EL SWD)**
- **Why should we use organizing tools for collegial conversations?**
 - ✓ To ensure alignment with culturally responsive instructional practice grounded in Title III, Title I and IDEA 2004 guidance
 - ✓ To make connections between WIDA resources and research-based culturally responsive instruction
 - ✓ To monitor standards-based instruction and assessment of EL SWD through a co-planning and monitoring tools





Reflection through the Administrator or Teacher Perspective

“Framing Today Together”

- Visit your ‘two-column note taking organizer’.
- Reflect on your current knowledge and professional practice aligned to standards and resources.
- Write notes in column for ‘Reflection One’.



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Collegial Conversations: Meeting the Needs of English Learners Identified with a Disability (EL SWD)

Exploring Through Your Perspective: Administrator OR Teacher - EEE Conference 2015

What do my teachers need to know about English Learners Identified with a Disability (EL SWD) and about English language development (ELD)?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
What do my teachers/professional educators need to know about the expectations for the instruction of EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
How will I facilitate co-planning among ESL/ESOL educators, special education teachers and course/content educators?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
How will I monitor instruction of EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
How will I monitor that the ESOL and special education documentation reflects collaborative decision-making for each EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)

SELF-ASSESSMENT
(Administrator)



Collegial Conversations: Meeting the Needs of English Learners Identified with a Disability (EL SWD)

Exploring Through Your Perspective: Administrator OR Teacher - EEE Conference 2015

What do I need to know about English Learners Identified with a Disability (EL SWD) and about English language development (ELD)?	Reflection One (Self-assessment) <i>Consider resources and training in my school or the Division.</i>	Reflection Two (Closure – Self Assessment)
What are the expectations that my school leaders have established for the instruction of EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
How do I co-plan with ESL/ESOL educators, special education teachers and course/content educators? What works? What impacts student achievement?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
How do I monitor progress or student growth as a reflection of my professional practice/my instruction of EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
What are the ways that I, as an ESOL/special education teacher document collaborative decision-making for each EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)

**SELF-ASSESSMENT
(Teacher)**





Where do you stand?

**Research-based practices from
leaders in Special Education
and in Second-Language
Acquisition...**



Factors That May Impact ELLs' Academic Progress, Linguistic Development, and Response to Instruction & Intervention

Seven factors that may influence ELLs' linguistic and academic development

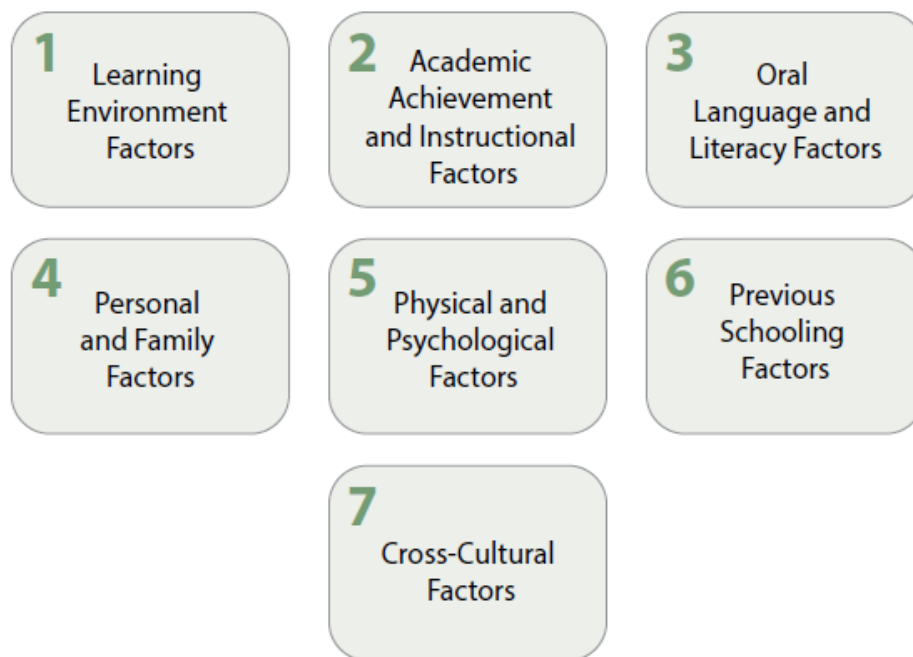


Figure 2. Adapted from: Hamayan, Marler, Sanchez-Lopez, & Damico (2013)



A PWCS View

....Getting Started...

1. How does our role fit into Division or school “monitoring systems” for academic achievement (i.e. the ‘Data Notebook’)?
2. How does collaboration between special education, ESL-endorsed, and content area teachers support individual needs and the achievement of English Learners Identified with a Disability (EL SWD)?
3. In a culturally and linguistically responsive school, classroom, or system within PWCS...
 - ☐ What’s required?
 - ☐ What’s recommended?



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**What do my
teachers/professional
educators need to know
about the expectations for
the instruction of EL SWD?**



PWCS Educators' "Toolkit" Supporting EL Achievement

English Language Development (ELD) *(Focus on Academic Language)*

- **WIDA ELD Standards & Resources** (2007, Amplified 2012)
- **WIDA Alternate MPIs** (Draft 2011)
- **ELP Assessment Results & Training Resources** (ACCESS for ELLs / Alternate ACCESS for ELLs, and VA Alternatives)

Academic Content Standards

- **VA Standards of Learning & Resources**
- **VA Alternate Standards of Learning (ASOL)**
- **PWCS Pacing Guides & Curriculum Resources**



Supporting English Learners Identified with Disabilities (EL SWD)

- EL SWD benefit from planned lessons using content and language standards or objectives and a bank of interventions, accommodations and modifications to promote academic achievement and language acquisition in tandem
- EL SWD benefit from research-based practices for oral language and literacy interventions and instruction
- EL SWD benefit from research-based practices for academic achievement



What does this “look like” for EL SWD?

- multiple modalities
- additional time for responding in class
- longer completion rates for tasks
- varied response options
- sentence frames with choices
- mediated learning
- sheltered instruction techniques
- differentiated instruction
- use of primary language
- frontloading vocabulary strategies
- graphic organizers for mediated learning
- interactive journals
- technology





**What co-planning dialogue
can be facilitated with
ESL-endorsed, special education,
and content area educators that is
supportive of EL SWD achievement?**



What is Co-Planning Dialogue for EL SWD?

Collaborating with colleagues to –

- Interpret each student's academic achievement from the prior school year [i.e. most recent ACCESS scores, summative content assessments – Standards of Learning (SOLs), end-of-year grades]
- Identify the intersection between IEP Goals and English language development, as well as the distinctions

How Can WIDA CAN-DO Language Goals Support Student Learning?

ESL-endorsed, content area, and special educators integrate...

- meaningful WIDA CAN-DO language goals (Listening, Speaking, Reading, Writing) into instructional planning and begin to see connections to content and language objectives
- Connect instructional planning to a plan for supporting progress and achievement of EL SWD in all class(es)



Co-Planning Template: Selecting WIDA CAN-DO Language Goals for English Learners Identified With a Disability (EL SWD)

Student _____

Grade: _____

What additional information is needed to select goals? (Prior Academic Review)	LISTENING	SPEAKING	READING	WRITING	ACCESS Oral Language Composite Score_____	ACCESS Comprehension Composite Score_____
	ACCESS* Score _____	ACCESS Score _____	ACCESS Score _____	ACCESS Score _____	ACCESS Literacy Composite Score_____	ACCESS <u>OVERALL</u> Composite Score_____
	Draft WIDA CAN-DO Language Goal	Draft WIDA CAN-DO Language Goal	Draft WIDA CAN-DO Language Goal	Draft WIDA CAN-DO Language Goal	How do composite scores inform my knowledge of the English learner?	
<p style="color: green; font-size: 1.2em; margin: 0;">...a tool to document the intersection and the distinctions...</p>					<p style="color: red; font-size: 1.5em; transform: rotate(-15deg); margin: 0;">Seeing the student through a culturally responsive lens...</p>	
<p style="font-size: 0.8em; margin: 0;">What information from the IEP informs co-planning dialogue for student growth? What are the connections?</p>						

*ACCESS for ELLs or Alternate ACCESS for ELLs; If VA ELP Checklist Result, please use overall or composite scores – educators will need to reference original assessment checklist in student record. Questions: hankindk@pwcs.edu , Office of EL Programs & Services.

Office of EL Programs and Services - Planning Tool ESOL Trainer/Teacher Leader: _____

Date: _____



**What is one way to
monitor that the English
Learner Program and
Special Education
documentation reflects
collaborative
decision-making for each
EL SWD?**



Introduction to PWCS Tool:

“Required Monitoring of Student Records for K-12 English Learners Identified with a Disability (EL SWD)”

Where do you see
your role in
facilitating
collaborative
decision-making?



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Required Monitoring of Student Records for K-12 English Learners Identified With a Disability (EL SWD)

Student Name: _____ **ELP Level:** _____
Disability(ies): _____ **Student ID#:** _____

Form is to be completed by the meeting administrator for all evaluation/reevaluation, eligibility, IEP, and 504 meetings involving EL SWD students. All meetings must be chaired by a principal, assistant principal, or administrative intern. Use this monitoring document for all special education meetings involving EL SWD conducted on or after October 15, 2013. Verify ESOL and IEP service provision by qualified personnel for all EL SWD. For remaining indicators, verify the indicators that apply.

Process and Documentation: Check applicable documents reviewed	Required Indicators and Verification
Evaluation/Reevaluation, Eligibility, 504, IEP, or MDR Meetings: Qualified Staff Present <div style="display: flex; justify-content: space-between;"> <div style="width: 40%;"> <p>Meeting One</p> <p><input type="checkbox"/></p> </div> <div style="width: 60%;"> <p>Meeting Two</p> <p><input type="checkbox"/> Referral for Evaluation, Review of Existing Data, Parental Consent, Form 25-05</p> <p><input type="checkbox"/> IEP Team Members, Form 40-11; Date of Dev. _____</p> <p><input type="checkbox"/> 504: Individual Accommodation Plan, Form 504-4: Date of Dev. _____</p> <p><input type="checkbox"/> Eligibility Form 35-45a; Date of Meeting _____</p> <p><input type="checkbox"/> 504: Eligibility Summary, Form 504-3; Date of Meeting _____</p> <p><input type="checkbox"/> Manifestation Determination Review, Form 75-22</p> </div> </div>	<p>3. An ESL-endorsed teacher of the student with knowledge about EL needs and services and relevant considerations related to ELs' language and cultural background who has received specific training will attend meetings involving eligibility determinations, determining or changing services, and reevaluations.</p> <p>When the student does not yet have a PWCS ESOL teacher (e.g. transfer student), an ESL-endorsed teacher will participate in the IEP or 504 team meeting; for the participating ESL-endorsed teacher(s) not knowledgeable about the student, the teacher is to be informed where the student files are located and when they can be accessed for his/her review prior to the meeting.</p> <p>Meeting One: _____ Signature of Meeting Administrator _____ Date _____</p> <p>Meeting Two: _____ Signature of Meeting Administrator _____ Date _____</p>
Eligibility Meeting: Content of Evaluation Reports <div style="display: flex; justify-content: space-between;"> <div style="width: 40%;"> <p>Meeting One</p> <p><input type="checkbox"/></p> </div> <div style="width: 60%;"> <p>Meeting Two</p> <p><input type="checkbox"/> All Assessment Reports</p> </div> </div>	<p>4. The special education assessment documentation will identify the languages in which assessments were conducted and any modification used during the assessment process.</p> <p>Meeting One: _____ Signature of Meeting Administrator _____ Date _____</p> <p>Meeting Two: _____ Signature of Meeting Administrator _____ Date _____</p>
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“ESL-Endorsed Educators at the Table”

A few focused collaborative reminders...

- Indicator 3 – “An ESL-endorsed teacher of the student with knowledge about EL needs and services and relevant considerations related to ELs’ language and cultural background who has specific training will attend meetings involving eligibility determinations, determining or changing services, and reevaluations.”
 - Meetings - Evaluation/Reevaluation, Eligibility, 504, IEP, MDR
- Indicator 7 – “Access scores (i.e., overall composite score) ... ELP levels and ESOL services ... “

Required Monitoring of Student Records for K-12 English Learners Identified With a Disability (EL SWD)

Student Name: _____ ELP Level: _____
 Disability(ies): _____ Student ID#: _____

Form is to be completed by the meeting administrator for all evaluation/reevaluation, eligibility, IEP, and 504 meetings involving EL SWD students. All meetings must be chaired by a principal, assistant principal, or administrative intern. Use this monitoring document for all special education meetings involving EL SWD conducted on or after October 15, 2013. Verify ESOL and IEP service provision by qualified personnel for all EL SWD. For remaining indicators, verify the indicators that apply.

Instructions: 1) Determine the special education or 504 meeting being conducted; 2) In column one, identify the documentation and corresponding indicator to be verified; 3) Mark the applicable document that contains the required information; 4) In column two, the meeting administrator signs and dates to verify indicator requirements are met; 5) Maintain this form on top of all documents on the right side of the student record (File #2, or 504 File); 6) One form may be used to document requirements for up to two meetings. Print additional forms as needed; 7) When it is determined during a meeting that an indicator is not present, the administrator must stop the meeting and obtain the necessary documentation before proceeding or rescheduling. Special education timelines and procedures must be maintained.

Process and Documentation: Check applicable documents reviewed	Required Indicators and Verification																																								
Verify ESOL and IEP Service Provision (student must appear on all lists) <input type="checkbox"/> SMS Report: "ESOL and SPED List" - Lists EL SWD who are served in both programs <input type="checkbox"/> SMS Report: Service Delivery Plan (SDP) - Lists ELs receiving ESOL services <input type="checkbox"/> Copy of the caseload for each special education service provider <input type="checkbox"/> Copy of the schedule for each special education service provider	1. Special education services and ESOL services are provided by qualified personnel to all students who are eligible for both services, i.e. all EL SWDs. <div style="text-align: right;"> _____ <i>Signature of Meeting Administrator</i> <i>Date</i> </div> <div style="text-align: right;"> _____ <i>Signature of Meeting Administrator</i> <i>Date</i> </div>																																								
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The language needs of the student and parents are considered throughout the special education process ensuring that the school: <ul style="list-style-type: none"> reviews responses in the PWCS Home Language Survey (HLS/SMS) for a) parents' correspondence language request and, b) the student's home language and first language contacts parents who indicated a need for a translator or interpreter to notify them of the availability of interpreters for IEP and 504 meetings and the ability for translation of IEP and 504 Plan documents; provides a qualified interpreter and translator free of charge to the parent. <div style="text-align: right;"> Meeting One: _____ <i>Signature of Meeting Administrator</i> <i>Date</i> </div> <div style="text-align: right;"> Meeting Two: _____ <i>Signature of Meeting Administrator</i> <i>Date</i> </div>
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Evaluation/Reevaluation, Eligibility, 504, IEP, or MDR Meetings: Qualified Staff Present <div style="display: flex; justify-content: space-between;"> <div style="width: 40%;"> <p>Meeting One: <input type="checkbox"/></p> <p>Meeting Two: <input type="checkbox"/></p> </div> <div style="width: 60%;"> <p><input type="checkbox"/> Referral for Evaluation, Review of Existing Data, Parental Consent, Form 25-05</p> <p><input type="checkbox"/> IEP Team Members, Form 40-11; Date of Dev. _____</p> <p><input type="checkbox"/> 504: Individual Accommodation Plan, Form 504-4: Date of Dev. _____</p> <p><input type="checkbox"/> Eligibility Form 35-45a; Date of Meeting _____</p> <p><input type="checkbox"/> 504: Eligibility Summary, Form 504-3; Date of Meeting _____</p> <p><input type="checkbox"/> Manifestation Determination Review, Form 75-22</p> </div> </div>	<p>3. An ESL-endorsed teacher of the student with knowledge about EL needs and services and relevant considerations related to ELs' language and cultural background who has received specific training will attend meetings involving eligibility determinations, determining or changing services, and reevaluations.</p> <p>When the student does not yet have a PWCS ESOL teacher (e.g. transfer student), an ESL-endorsed teacher will participate in the IEP or 504 team meeting; for the participating ESL-endorsed teacher(s) not knowledgeable about the student, the teacher is to be informed where the student files are located and when they can be accessed for his/her review prior to the meeting.</p> <p>Meeting One: _____ Signature of Meeting Administrator _____ Date _____</p> <p>Meeting Two: _____ Signature of Meeting Administrator _____ Date _____</p>
Eligibility Meeting: Content of Evaluation Reports <div style="display: flex; justify-content: space-between;"> <div style="width: 40%;"> <p>Meeting One: <input type="checkbox"/></p> <p>Meeting Two: <input type="checkbox"/></p> </div> <div style="width: 60%;"> <p><input type="checkbox"/> All Assessment Reports</p> </div> </div>	<p>4. The special education assessment documentation will identify the languages in which assessments were conducted and any modification used during the assessment process.</p> <p>Meeting One: _____ Signature of Meeting Administrator _____ Date _____</p> <p>Meeting Two: _____ Signature of Meeting Administrator _____ Date _____</p>
Eligibility Meeting: Content of Evaluation Reports <div style="display: flex; justify-content: space-between;"> <div style="width: 40%;"> <p>Meeting One: <input type="checkbox"/></p> <p>Meeting Two: <input type="checkbox"/></p> </div> <div style="width: 60%;"> <p><input type="checkbox"/> All Assessment Reports</p> </div> </div>	<p>5. The special education documentation will identify the qualifications of individuals conducting assessments and when conducting evaluations of ELs, ensure that the Special Education and 504 assessments are conducted by:</p> <ul style="list-style-type: none"> • a qualified evaluator fluent in the student's native language, or; • where not practicable, assisted by a qualified interpreter <p>Meeting One: _____ Signature of Meeting Administrator _____ Date _____</p> <p>Meeting Two: _____ Signature of Meeting Administrator _____ Date _____</p>



Required Monitoring of Student Records for K-12 English Learners Identified With a Disability (EL SWD)

Student Name: _____ **ELP Level:** _____
Disability(ies): _____ **Student ID#:** _____

Form is to be completed by the meeting administrator for all evaluation/reevaluation, eligibility, IEP, and 504 meetings involving EL SWD students. All meetings must be chaired by a principal, assistant principal, or administrative intern. Use this monitoring document for all special education meetings involving EL SWD conducted on or after October 15, 2013. Verify ESOL and IEP service provision by qualified personnel for all EL SWD. For remaining indicators, verify the indicators that apply.

Process and Documentation: Check applicable documents reviewed	Required Indicators and Verification
Eligibility Meeting: Content of Eligibility Documents <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Meeting One <input type="checkbox"/> All Assessment Reports <input type="checkbox"/> Eligibility Group Summary, Form 35-45a <input type="checkbox"/> 504: Eligibility Summary, Form 504-3 </div> <div style="width: 45%;"> Meeting Two <input type="checkbox"/> All Assessment Reports <input type="checkbox"/> Eligibility Group Summary, Form 35-45a <input type="checkbox"/> 504: Eligibility Summary, Form 504-3 </div> </div>	6. The eligibility documents shall <ul style="list-style-type: none"> • identify the impact of the language on the interpretation of data; • and, per the exclusionary clause, include a statement that the determinant factor to administer special education services is not based on EL proficiency level Meeting One: _____ Signature of Meeting Administrator _____ Date _____ Meeting Two: _____ Signature of Meeting Administrator _____ Date _____
IEP Meeting: Verification of Contents of IEP <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Meeting One <input type="checkbox"/> IEP: PLP, Form 40-12 <input type="checkbox"/> 504 Plan: Individual Accommodation Plan, Form 504-4 <input type="checkbox"/> Participation in Statewide Assessments, Form 40-17 <input type="checkbox"/> Division-wide Assessments, Form 40-18 </div> <div style="width: 45%;"> Meeting Two <input type="checkbox"/> IEP: PLP, Form 40-12 <input type="checkbox"/> 504 Plan: Individual Accommodation Plan, Form 504-4 </div> </div>	7a. ACCESS scores (i.e. Overall composite score 2.7), date of testing, and the required testing and accommodations are noted in the 504 plan or the Present Level of Performance (PLP) of the IEP. Meeting One: _____ Signature of Meeting Administrator _____ Date _____ Meeting Two: _____ Signature of Meeting Administrator _____ Date _____ 7b. ELP levels and ESOL services (i.e. Level 2, 84 minutes of ELD Mon-Fri and 42 minutes of Sheltered math, Mon-Fri.) noted on the Present Level of Performance (PLP) of the IEP or 504 plan. Meeting One: _____ Signature of Meeting Administrator _____ Date _____ Meeting Two: _____ Signature of Meeting Administrator _____ Date _____



Form is to be completed by the meeting administrator for all evaluation/reevaluation, eligibility, IEP, and 504 meetings involving EL SWD students. All meetings must be chaired by a principal, assistant principal, or administrative intern. Use this monitoring document for all special education meetings involving EL SWD conducted on or after October 15, 2013. Verify ESOL and IEP service provision by qualified personnel for all EL SWD. For remaining indicators, verify the indicators that apply.



Required Monitoring of Student Records for K-12 English Learners Identified With a Disability (EL SWD)

Student Name: _____ ELP Level: _____
 Disability(ies): _____ Student ID#: _____

Form is to be completed by the meeting administrator for all evaluation/reevaluation, eligibility, IEP, and 504 meetings involving EL SWD students. All meetings must be chaired by a principal, assistant principal, or administrative intern. Use this monitoring document for all special education meetings involving EL SWD conducted on or after October 15, 2013. Verify ESOL and IEP service provision by qualified personnel for all EL SWD. For remaining indicators, verify the indicators that apply.

Process and Documentation: Check applicable documents reviewed	Required Indicators and Verification
IEP/504 Meeting: Documentation that the required minimum amount of ESOL services were modified due to severity of disability (e.g. student participating in the ASOL curriculum.) Meeting One: _____ Meeting Two: _____ <input type="checkbox"/> <input type="checkbox"/> Indicator not applicable	Meeting One: _____ Signature of Meeting Administrator _____ Date _____ Meeting Two: _____ Signature of Meeting Administrator _____ Date _____
Indicator applicable Meeting One: _____ Meeting Two: _____ <input type="checkbox"/> <input type="checkbox"/> IEP: PLP Form 40-12 <input type="checkbox"/> <input type="checkbox"/> 504: Individual Accommodation Plan, Form 504-4	8a. IEP or 504 team has determined modifications in amount or method of ESOL services for the EL SWD are necessary given the severity of the disability. Meeting One: _____ Signature of Meeting Administrator _____ Date _____ Meeting Two: _____ Signature of Meeting Administrator _____ Date _____
<input type="checkbox"/> <input type="checkbox"/> IEP: PLP Form 40-12 <input type="checkbox"/> <input type="checkbox"/> 504: Individual Accommodation Plan, Form 504-4	8b. Modification is documented in the Present Level of Performance (PLP). (State amount of ELL services.) Meeting One: _____ Signature of Meeting Administrator _____ Date _____ Meeting Two: _____ Signature of Meeting Administrator _____ Date _____
<input type="checkbox"/> <input type="checkbox"/> Service Delivery Plan for EL in SMS	8c. The EL SWD receives at least one 30 minute period of English language development (ELD) services or its equivalent per week in combination with consult services equivalent to 30 minutes per month between the ELD teacher who has the student on his/her caseload and the Special Education teacher. Meeting One: _____ Signature of Meeting Administrator _____ Date _____ Meeting Two: _____ Signature of Meeting Administrator _____ Date _____
IEP Meeting: Verification of Annual Notification of Dual Eligibility Indicator Verified by ESOL Office: NCLB letter mailed in Oct. per Instructional Technology data pull file; Central Registration provides letter to new entrants at initial screening (Nov.-June). Copy of the Annual IEP to Parent. Meeting One: _____ Meeting Two: _____ <input type="checkbox"/> <input type="checkbox"/> Documentation and Assurances Form 40-18 Section 3 or 504 Plan are provided to parent/guardian per OSE file.	9. Parents are informed at least annually that dually identified EL SWD students are eligible for both EL and special education services. Parents are informed in writing in English and the major languages, and orally for other languages through a qualified interpreter. Meeting One: _____ Signature of Meeting Administrator _____ Date _____ Meeting Two: _____ Signature of Meeting Administrator _____ Date _____





Revisit Your Reflection through the Administrator or Teacher Perspective

“Framing Today Together”

- Visit your ‘two-column note taking organizer’.
- Reflect on your current knowledge and professional practice aligned to standards and resources.
- Write notes in column for ‘Reflection One’.



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Collegial Conversations: Meeting the Needs of English Learners Identified with a Disability (EL SWD)

Exploring Through Your Perspective: Administrator OR Teacher - EEE Conference 2015

What do my teachers need to know about English Learners Identified with a Disability (EL SWD) and about English language development (ELD)?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
What do my teachers/professional educators need to know about the expectations for the instruction of EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
How will I facilitate co-planning among ESL/ESOL educators, special education teachers and course/content educators?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
How will I monitor instruction of EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
How will I monitor that the ESOL and special education documentation reflects collaborative decision-making for each EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)

SELF-ASSESSMENT
(Administrator)



Collegial Conversations: Meeting the Needs of English Learners Identified with a Disability (EL SWD)

Exploring Through Your Perspective: Administrator OR Teacher - EEE Conference 2015

What do I need to know about English Learners Identified with a Disability (EL SWD) and about English language development (ELD)?	Reflection One (Self-assessment) <i>Consider resources and training in my school or the Division.</i>	Reflection Two (Closure – Self Assessment)
What are the expectations that my school leaders have established for the instruction of EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
How do I co-plan with ESL/ESOL educators, special education teachers and course/content educators? What works? What impacts student achievement?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
How do I monitor progress or student growth as a reflection of my professional practice/my instruction of EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)
What are the ways that I, as an ESOL/special education teacher document collaborative decision-making for each EL SWD?	Reflection One (Self-assessment)	Reflection Two (Closure – Self Assessment)

**SELF-ASSESSMENT
(Teacher)**





Looking ahead, building together...

What are your next steps?



I will _____ so the
student can ...



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*Have you met your learning
targets for today?*



Resources Available to PWCS Educators to Support EL SWD

- [WIDA ELD Standards](#) (2007 and 2012 Amplification)
- [WIDA Performance Definitions](#) (*for Language Domains organized by Discourse Level, Sentence Level and Word Level*; 2012)
- [WIDA Alternate Performance Definitions](#) (Draft 2011)
- [WIDA RtI2 Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention \(RtI2\) for English Language Learners](#) (Connecting to WIDA Standards, Assessments, and Other Resources; 2013)
- [Completing the Individualized Education Program Manual](#) (October 2013)
- [504 Procedural Manual](#) (2013)
- [VA DOE and PWCS Multi-Tiered Systems of Support \(MTSS\) Guidance](#)
- [VA DOE Special Education](#)
- [VA DOE Title III: English as a Second Language](#)

Contact Information

Office of English Learner Programs and Services

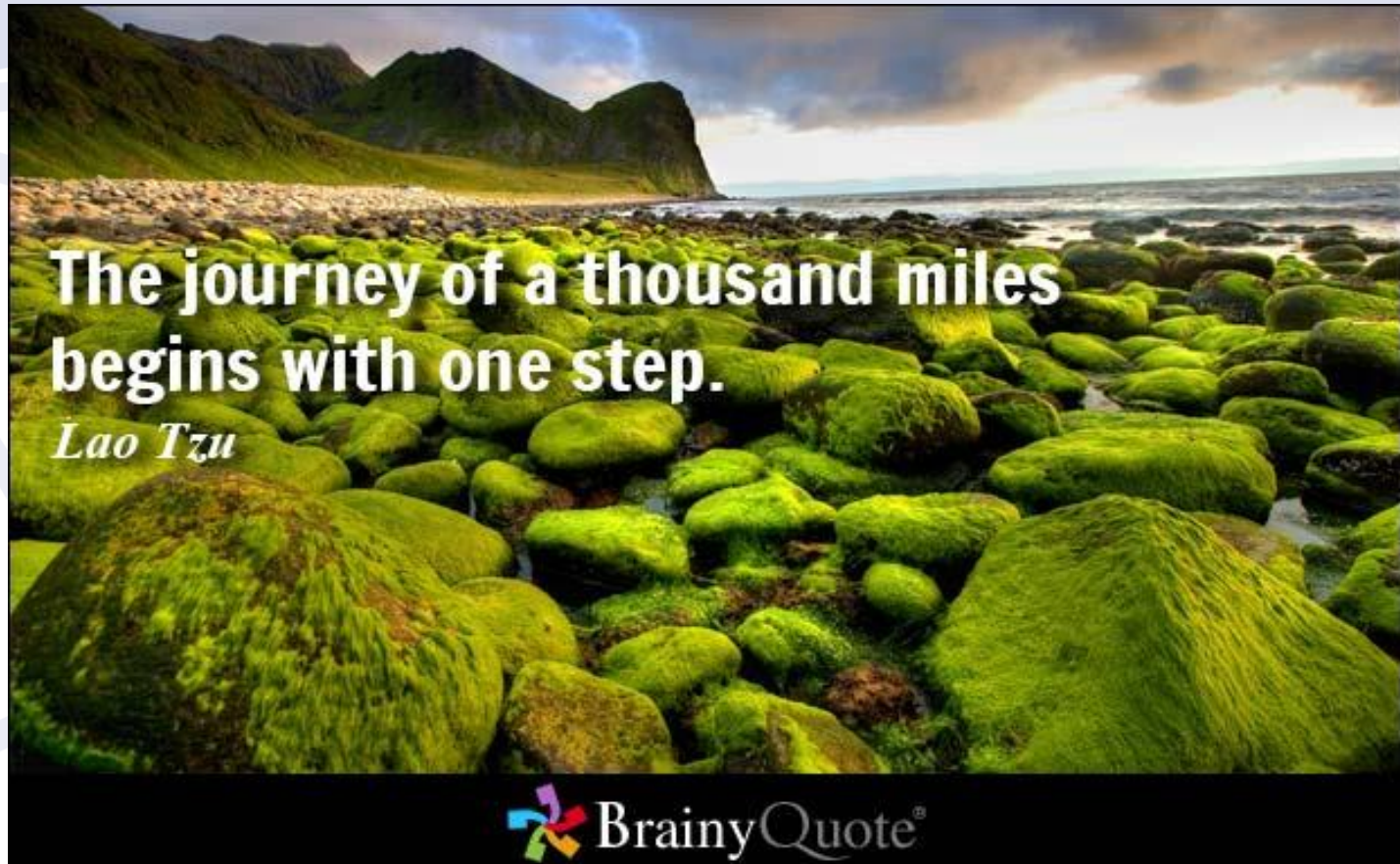
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THANK YOU!



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